

CAREER CONNECTIONS

COURSE DESCRIPTION

Career Connections is designed to provide students with an understanding of how to plan for and manage careers in a continuously changing workplace. Students will learn the importance of exploring multiple career paths and building on the inter-relatedness between occupations when applying career development strategies throughout the life span. With the recognized relationship between family functioning and work productivity, the family/work connection is emphasized in the content of this course.

Instruction will include strategies for engaging in life-long learning, addressing the continuous process of learning new skills, adapting decision-making and problem-solving skills to changing conditions, managing work and family responsibilities, and working with diverse populations. This course will encompass an individual's total lifestyle-education, occupation, social responsibility, and leisure.

Involvement in service learning through a related vocational student organization will help students learn about workplace roles, understand employers' expectations, develop realistic ideas about careers, network with adults, and establish themselves as valuable resources and community assets.

Recommended Prerequisite:

Interpersonal Communications
or
Career Management Success

Recommended Grade Level:

11, 12

Recommended Credit:

½ Credit

CAREER CONNECTIONS

- 1.0 Students will relate self-management to career success.
- 2.0 Students will evaluate work ethics, workplace relationships, workplace diversity, attitudes, and workplace communication skills to career success.
- 3.0 Students will analyze the workplace and strategies for entering the work force.
- 4.0 Students will examine techniques for creating a career strategy and develop a personal career strategy.
- 5.0 Students will assess the management of the multiple roles within the family, workplace, and community.
- 6.0 Students will develop professional leadership skills.

CAREER CONNECTIONS

STANDARD 1.0

Students will relate self-management to career success.

LEARNING EXPECTATIONS

The student will:

- 1.1 Relate personal behaviors to goal achievement.
- 1.2 Examine the relationship between wellness, self-management skills and career success.
- 1.3 Analyze the issue of matching an individual's personality with the "personality" of traditional and non-traditional careers.

PERFORMANCE STANDARDS

The student:

- 1.1A Examines the influence of self-concept on behavior.
- 1.1B Uses specific techniques to evaluate self and achieve self-understanding.
- 1.1C Evaluates the importance of goal setting in motivation.
- 1.1D Examines the role of self-discipline in achieving goals.
- 1.2A Analyzes the meaning of wellness and propose ways to achieve it.
- 1.2B Constructs strategies for achieving wellness.
- 1.2C Describes the meaning of stress, related physiological changes, and consequences of stress.
- 1.2D Evaluates stresses in life and suggest methods for dealing with them.
- 1.2E Designs a time management plan.
- 1.2F Analyzes the role of networking to career success.
- 1.3A Identifies components that make up personality.
- 1.3B Identifies different personality types and select examples of jobs for which each personality type would be well-suited.
- 1.3C Formulates a plan to evaluate personality and apply that plan to produce a list of prospective traditional and non-traditional careers.

SAMPLE PERFORMANCE TASKS

- Students will take a series of personality tests (self assessments) to determine personal characteristics such as personality type, self-esteem level, attitudes, interests, dislikes, and aptitudes.
- Students will use the self-assessment information to define their personal and professional goals. Students will develop a time line for their action plan.
- Develop teams of different personality types to accomplish any of the below tasks.
- Interview a person who has achieved career success and ask that person how much self-discipline contributed to his or her success. The student will develop a 3-5

- minutes oral presentation on the findings.
- Write a report on how people who are not sure what field they want to enter; nevertheless, can still set long-range goals. Within the report, include an action plan on how to achieve these long-range goals.
 - Choose a local company and call their Human Relations Department to inquire about their employee wellness program. Once the company contact is complete, have a class discussion to compare and contrast the findings. Include in the discussion: description of the wellness program, benefits of the program, costs of the program, and common reasons for needing such a program.
 - Discuss the vocational student organization professional development awards program and ways personal development not only benefits one's self but also the whole community.

INTEGRATION/LINKAGES

SCANS (The Secretary's Commission on Achieving Necessary Skills), National Standards, Vocational Student Organization, Industry Standards, Work Keys, Business Finance, Math, Language Arts, Interpersonal Communications, Career Management Success

CAREER CONNECTIONS

Standard 2.0

Students will relate work ethics, workplace relationships, workplace diversity, attitudes, and workplace communication skills to career success.

LEARNING EXPECTATIONS

The student will:

- 2.1 Use critical and creative thinking skills to develop effective solutions to problems.
- 2.2 Express thoughts clearly, learn from others, and resolve differing positions.
- 2.3 Illustrate how personal qualities such as promptness, getting along with others, dependability, attitude, and responsibility contribute to career success.
- 2.4 Participate as a contributing member of a team in a project.
- 2.5 Evaluate the importance of integrity and ethical conduct in daily decision making in the workplace.
- 2.6 Examine workplace culture.

PERFORMANCE STANDARDS

The student:

- 2.1A Uses the decision-making process to analyze a problem and recommends a reasonable solution.
- 2.1B Generates alternative solutions to a problem using creative thinking skills.
- 2.1C Gathers reliable information upon which to base decisions.
- 2.2A Constructs various examples of verbal communication, written communication and body language.
- 2.2B Proposes and demonstrates various methods of giving and receiving criticism.
- 2.2C Compares and contrasts positive and negative behaviors.
- 2.3A Evaluates the importance of personal qualities in school and to discuss how these qualities transfer from school to the workplace.
- 2.3B Practices appropriate social skills for the workplace.
- 2.3C Judges the value of dress code, attendance, and appropriate conduct to the workplace environment.
- 2.3D Describes the relationship between an individual's attitude and career success.
- 2.4A Actively contributes to the development and/or completion of a project.
- 2.4B Shares personal strengths with others as part of a team process.
- 2.4C Provides examples of problems and solutions workers encounter when working with others different from themselves.
- 2.4D Discusses the value of being able to work successfully with people who are unlike oneself.
- 2.4E Analyzes the history of the roles that men and women have traditionally played in the workplace and compare and contrast these changing roles.

- 2.4F Examines the differences between workers of varying ages and formulate strategies for coping with these differences.
- 2.4G Analyzes the value of cooperation and teamwork to accomplish a task.
- 2.5A Judges the value of doing a job to the best of the worker's ability to the individual, other employees and the employer.
- 2.5B Examines the role of honesty and integrity in the workplace.
- 2.5C Analyzes ethical dilemmas faced by employees in the workplace and their impact.
- 2.6 Explains the relationship between job progress and adaptability to workplace (corporate) culture.

SAMPLE PERFORMANCE TASKS

- Students will identify forms of communication and classify these forms into verbal, nonverbal, and written communication. Students will do a multimedia presentation discussing the forms of communication and also barriers and tips for effective communication.
- Students will develop five questions they think are important to finding out how to build a strong team or promote team spirit and cooperation. Then, interview a sports team coach to get answers to their questions. Interview a second person that may represent a religious, political, or civic group to ask the same questions. Compare the responses and draw some conclusions.
- Work in teams of different personality types (determined in Standard 1.0) to develop skills based on diversity.
- Students will use the Internet (if available) to research cultural diversity and what it means, both in the workplace and within the community. Using the information obtained, the student will write a one-page paper entitled "Cultural Diversity."
- Students will choose a career field and research the role men and women have played in that field over history. (such as Doctors and nurses) Research should be shared with the class in an oral presentation.
- Students will select a class goal, devise a plan to achieve the goal and follow through on the plan.
- Students will work in teams to prepare a skit to illustrate ethical behavior vs. unethical behavior that exists in the workplace.
- Students should be introduced to competitive events in the related vocational student organization.

INTEGRATION/LINKAGES

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CAREER CONNECTIONS

Standard 3.0

Students will analyze the workplace and strategies for entering the workforce.

LEARNING EXPECTATIONS

The student will:

- 3.1 Examine the nature of the workplace.
- 3.2 Formalize a career goal and plan.
- 3.3 Construct a personal finance plan related to the selected career goal.
- 3.4 Prepare a job credential package related to a personal career goal.

PERFORMANCE STANDARDS

The students:

- 3.1A Examines the function of the workplace to the owner, the employee, and the community.
- 3.1B Analyzes different ways in which the workplace is organized.
- 3.1C Analyzes resource limitations and the effective use of time, money, materials, space and staff.
- 3.2 Identifies three career goals to be achieved in the next ten years.
- 3.3A Prepares a personal finance plan based on personal goals.
- 3.3B Compares and contrasts financial decisions as to whether they are good or bad.
- 3.4A Applies resume-writing techniques to create a personal resume.
- 3.4B Applies job application skills to complete a sample job application form.
- 3.4C Prepares an accurate and well-designed personal resume, letter of application and thank you letter.
- 3.4D Completes a job application form that is correct, neat, and complete.
- 3.4E Role-plays a job interview.

SAMPLE PERFORMANCE TASKS

- Students will develop a personal consumer portfolio. The portfolio will include:
 - A personal budget (a detailed monthly plan of spending/investing)
 - Personal savings/retirement planning
 - Insurance options and planning
 - Home/car purchasing plan
 - Credit assessmentThe assignment should be written and given in an oral presentation. The student should include statements from credit plans, insurance brochures, notes from interviews with different people, Internet, etc. to evidence their research.
- Students will research topics such as establishing financial goals, developing a budget, investing, managing credit, and working your way out of debt. This research

should focus on the business, whereas the financial planning should come from a business perspective (instead of the consumer). Instructor will provide materials since there is a lot of information out now concerning these topics.

- Students will work with a team to discuss career goals. Each student will share what he or she thinks they would like to be doing in the next ten years. The students will then separate and write on paper in paragraph form or list form three career goals they would like to achieve in the next ten years.
- Students will develop a resume and perform 2 mock interviews.
- Using conflict resolution, students should resolve a conflict between two employees. The teacher can design any conflicting workplace situation. The resolution should be role-played in the form of a skit.

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CAREER CONNECTIONS

Standard 4.0

Students will examine techniques for creating a career strategy and develop a personal career strategy.

LEARNING EXPECTATIONS

The student will:

- 4.1 Collect useful information about occupations and careers.
- 4.2 Target a job search and recognize what qualifications employers in general are seeking.
- 4.3 Demonstrate attitudes and values that will help an individual become more productive.
- 4.4 Select several strategies and tactics for career advancement by taking control of personal behavior.
- 4.5 Examine the concept of life-long learning.
- 4.6 Identify a number of personal traits and characteristics of effective leaders.
- 4.7 Create a tentative program for developing personal leadership potential and skills.
- 4.8 Develop a portfolio.
- 4.9 Examine personal employability skills.

PERFORMANCE STANDARDS

The student:

- 4.1 Chooses Internet sites, magazines, books, and other sources to collect information about occupations and careers.
- 4.2 Selects a career; searches local newspapers, Internet postings and other sites for information on qualifications employers in general are seeking.
- 4.3 Lists attitudes and values that are valuable to employers.
- 4.4 Evaluates the importance of being in control of personal behavior and develops strategies for taking control.
- 4.5 Explains the theory of changing careers and life-long learning.
- 4.6 Constructs a list of traits and characteristics of effective leaders.
- 4.7 Composes a plan for improving personal leadership skills
- 4.8 Assembles and organizes personal materials for a portfolio.
- 4.9 Rates personal present employability skills.

SAMPLE PERFORMANCE TASKS

- Students will research the career that they selected in Standard 3.0. Within that research, they should identify qualifications for that career, nature of the career, required training and education, career outlook, etc. Once the research is complete,

the student should compare and contrast their personality traits revealed in Standard 1.0 to their findings. The student will give a persuasive speech as to why their selected career will match their personality.

- Students will research through books and other sources for information about what employers are looking for. They will compile a checklist of these traits. The student will pass this to another student to rate their employability skills. Each student will complete another student's checklist.
- Compare the traits and characteristics of past and current effective leaders.
- Students will develop a professional portfolio to evidence their readiness for certain careers. The portfolio might include things such as:
 - Resume
 - Videotaped interview
 - Career Research and their time line plan
 - Comparison of job qualifications and their personal skills and attitudes

INTEGRATION/LINKAGES

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STANDARD 5.0

Students will assess the management of the multiple roles within the family, workplace, and community.

LEARNING EXPECTATIONS

The student will:

- 5.1 Determine the impact of change and transition on the family over the life span.
- 5.2 Evaluate methods of balancing the multiple roles of family member, wage earner, and community member.
- 5.3 Generate plans for effectively utilizing resources to achieve family goals.
- 5.4 Evaluate methods of coping with stress and crisis encountered by family members.

PERFORMANCE STANDARDS

The student:

- 5.1 Assesses changes in the family over the life span.
- 5.2 Assesses the value of all family members, emphasizing the father and mother figures.
- 5.3A Generates plans for effective use of family resources, including time, energy and money.
- 5.3B Identifies resources available to assist or enhance family life.
- 5.4A Determines the appropriate support/intervention plan needed to address selected stressful or crisis situations.
- 5.4B Analyzes the effect of the aging population on society.
- 5.4C Cites methods of coping with family crises or stressful situations (serious health problems, addictions, moving, financial problems, suicide, abuse, special needs members, aging family members, death and dying experiences).

SAMPLE PERFORMANCE TASKS

- Generate a list of changes that occur over the life span and analyze the impact on family members.
- Research the latest data of families with and without both parents.
- Organize a plan of action to accomplish a specific family goal (ex. going on a family vacation, cleaning the house, hosting a birthday party, buying a car); compile a list of available resources helpful in accomplishing the goal.
- Observe aging individuals at the mall or other public place and present findings to the class.
- Listen to hospice personnel and write a critique of personal impressions.
- Prepare a Last Will and Testament.

- Participate in a tour of a funeral home and interview the director.
- Critique coping skills depicted in movies or television programs with aging family members.
- Participate in VSO community service learning projects.

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards 6.1, 6.2, 13.2, 14.3, 15.3, English II Gateway Standards 1.08, 1.09, 1.10, 1.13, 2.05 Algebra I Gateway Standards 3.12, FCCLA Programs – Power of One, Families First, and STAR Events (Interpersonal Communications, Illustrated Talk, Community Service) and other related VSO national programs, Career Management Success

CAREER CONNECTIONS

Standard: 6.0

Students will develop professional leadership skills.

LEARNING EXPECTATIONS

The student will:

- 6.1 Examine the value of leadership skills and confidence through personal reflection.
- 6.2 Assess image-building and decision-making skills.
- 6.3 Illustrate public relations techniques.
- 6.4 Demonstrate effective teamwork and group thinking.
- 6.5 Apply parliamentary procedure skills.
- 6.6 Examine the goals and principles of the related vocational student organization.

PERFORMANCE STANDARDS

The student:

- 6.1 Analyzes leadership and confidence through professional development activities.
- 6.2 Applies effective image-building techniques.
- 6.3 Composes informative articles for publication in local and/or state publications.
- 6.4 Organizes and manages a team presentation on leadership.
- 6.5 Practices proper parliamentary procedure skills through group meetings.
- 6.6 Participates in the affiliated vocational student organization.

SAMPLE PERFORMANCE TASKS

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- Students write an essay on one of Ted Turner's favorite sayings, "Either lead, follow, or get out of the way."
- Prepare an electronic presentation on the traits of leadership. Feature a leader in this presentation.
- Students will participate in a meeting using proper parliamentary procedure.
- Given two leaders, (example: Mother Theresa and Adolph Hitler) students will compare and contrast leadership styles. Their findings should be presented in a written paper.

INTEGRATION/LINKAGES

SCANS (The Secretary's Commission on Achieving Necessary Skills), National Standards, Vocational Student Organization references and handbooks, Industry Standards, Work Keys, Finance, Speech, Math, Language Arts, Interpersonal Communications, Career Management Success